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ABSTRACT

This guide from the Seminole County School Board (Florida) outlines the curriculum for a psychology course offered to 11th and 12th grade students. Five units are covered in the course: (1) introduction; (2) the workings of the mind and body; (3) human development; (4) psychological theories; and (5) human relations. For each unit both county and state student performance standards are included as well as standards of excellence. (DB)

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Psychology

Curriculum

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PSYCHOLOGY CURRICULUM

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COURSE TITLE

COURSE CODE NUMBER.....2107300

COURSE TITLE.....PSYCHOLOGY

INSTRUCTIONAL LEVEL.....STANDARD

GRADE LEVEL.....11, 12

CREDIT.....1/2 OR 0.5

LENGTH OF COURSE.....SEMESTER

PREREQUISITES.....NONE

TEXTBOOK.....Hassett, James. Understanding Psychology. New York: Random House, Inc., 1977/1981

Notes to the teacher using this guide:

1. This guide is as chronological as the text allows.

2. Some of the curriculum included here will not be covered fully in the text and should be used with supplemental material.

3. Section 9.4, "Crisis Intervention," deals with support groups. For this unit, it is advised that you consult your individual guidance department or the Pupil Personnel Services Department of the County school office.

COURSE OUTLINE

PSYCHOLOGY

1.0 Introduction

- 1.1 Psychology
  - 1.1.1 Definition
  - 1.1.2 Insight
- 1.2 Empirical Science
  - 1.2.1 Definition
  - 1.2.2 Hypothesis
  - 1.2.3 Research Conflicts
  - 1.2.4 Applied/Basic
- 1.3 History

2.0 The Workings of the Mind and Body

- 2.1 Nervous System (Brain)
  - 2.1.1 Describe
  - 2.1.2 Analyze
- 2.2 Physiological study of the brain
- 2.3 Endocrine System
  - 2.3.1 Describe
  - 2.3.2 Analyze
- 2.4 Drives and Feelings: The Physiology of Motivation and Emotion
- 2.5 Sensation
  - 2.5.1 Psychophysics
  - 2.5.2 Sense Organs
- 2.6 Perception
- 2.7 Extrasensory Perception
- 2.8 Altered States of Consciousness
  - 2.8.1 Reporting Dreams
  - 2.8.2 Suggestability and Meditation

3.0 Human Development

- 3.1 Developmental Factors
- 3.2 Piaget's Cognitive Development
  - 3.2.1 Children/ Adolescents
  - 3.2.2 Four Stages
  - 3.2.3 Key Components of Each Stage
- 3.3 Early Emotional Attachments
- 3.4 Language Development
- 3.5 Socialization
- 3.6 Developmental Theories
  - 3.6.1 Freud's Psychosexual
  - 3.6.2 Erikson's Psychosocial
  - 3.6.3 Learning
  - 3.6.4 Cognitive
- 3.7 Kohlberg's Moral Development
- 3.8 Implications
  - 3.8.1 Rules/Consequences
  - 3.8.2 Independence
  - 3.8.3 Models: Influence
  - 3.8.4 Models: Types
  - 3.8.5 Parenting Guidelines
- 3.9 Adolescent Developmental Theories
- 3.10 Adolescent Developmental Tasks
  - 3.10.1 Change Impact
  - 3.10.2 Primary Task
  - 3.10.3 Sex Roles

COURSE OUTLINE

PSYCHOLOGY

- 2.9 Drugs/Alcohol
  - 2.9.1 Addiction
  - 2.9.2 Damage
  - 2.9.3 Chemicals

3.0 Human Development

- 3.12 Adult Development
  - 3.12.1 Changes
  - 3.12.2 Mid-life Chrisis: Characteristics
  - 3.12.3 Developmental Tasks
  - 3.12.4 Critical Periods
  - 3.12.5 Generativity/ Stagnation
- 3.13 Old Age
  - 3.13.1 Negative Attitudes
  - 3.13.2 Happiness Predictor
  - 3.13.3 Adjustment
- 3.14 Death/Dying
  - 3.14.1 Five Stages
  - 3.14.2 Examples

4.0 Psychological Theories

- 4.1 Personality Theories
- 4.2 Psychoanalytic Theory
  - 4.2.1 Unconscious Drive/Childhood
  - 4.2.2 Id/Ego/Super Ego
  - 4.2.3 Defense Mechanism
  - 4.2.4 Collective Unconscious
  - 4.2.5 Adler's Theory
  - 4.2.6 Freudian Techniques
- 4.3 Behavioristic Theory
  - 4.3.1 Observable/ Measurable
- 3.11 Family/Peers
  - 3.11.1 Family Styles
  - 3.11.2 Enhance Development
  - 3.11.3 Peer Groups
- 4.5 Learning Theory
  - 4.5.1 Definition
  - 4.5.2 Types
- 4.6 Trait Theory
  - 4.6.1 Observable Traits (surface traits)
  - 4.6.2 Underlying Traits (source traits)
  - 4.6.3 Methods for Identifying Traits
  - 4.6.4 Allport consistency in behavior)
  - 4.6.5 Cattell (factor analysis)
  - 4.6.6 Eyenck (introversion and extroversion)

5.0 Human Relations

- 5.1 Nature
  - 5.1.1 The Necessity for Human Interaction & Communication
  - 5.1.2 How We See Ourselves and Others
  - 5.1.3 Choosing and Making friends
  - 5.1.4 Loving
- 5.2 People in groups
  - 5.2.1 Definition
  - 5.2.2 Group Cohesiveness
  - 5.2.3 Individual as Integral Part of Group
  - 5.2.4 Group Interaction
  - 5.2.5 Group Conformity

COURSE: PSYCHOLOGY

UNIT: 1.0 INTRODUCTION

COUNTY COURSE OUTLINE

1.1 Psychology
- 1.1.1 Definition
- 1.1.2 Insight

1.2 Empirical Science
- 1.2.1 Definition
- 1.2.2 Hypothesis
- 1.2.3 Research Conflicts
- 1.2.4 Applied/Basic

1.3 History

COUNTY PERFORMANCE OBJECTIVES

1.1 Students will demonstrate uses of psychology by:
1. defining psychology.
2. listing examples of everyday situations in which psychology could provide insight.

1.2 Students will demonstrate knowledge of psychology as an empirical science by:
1. selecting a definition of an empirical science.
2. identifying an example of a hypothesis.
3. identifying conflicts in research and interpretation that are signs of a healthy, growing science.
4. differentiating between psychology as a basic science and psychology as an applied science.

1.3 Students will identify the three most important historical trends in psychology as the study of unconscious processes, the study of individual differences, and the study of observable behavior.

STATE DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Understand the methods and techniques used by psychologists in investigating problems of human behavior. (IO-2)

Recognize that the study of psychology provides a way of understanding human behavior and that scientific procedures are used to improve our understanding of human growth and development. (IO-3)

Understand the usefulness and limitations of applying the principles of psychology to the problems of everyday living. (IO-8)

Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills. (IO-9)

STANDARDS OF EXCELLENCE

STANDARDS

A. The student will use information acquisition and processing techniques as associated with history and the various social sciences.

SKILLS - The student will:

1019. Explain orally or in writing the methods and procedures involved in conducting a social science investigation using the scientific method.

1020. Write a properly documented research paper that adequately defends and supports an appropriate thesis statement.

TEXTBOOK REFERENCES

Understanding Psychology, Fourth Edition, pages 3-19

understanding Psychology, Teacher's Guide, pages 1-8

Understanding Psychology, Activities Resource Book, pages 1-5

COURSE: PSYCHOLOGY

UNIT: 2.0 THE WORKINGS OF THE MIND AND BODY

COUNTY COURSE OUTLINE

2.1 Nervous System (Brain)
- 2.1.1 Describe
- 2.1.2 Analyze

2.2 Physiological Study of the Brain

2.3 Endocrine System
- 2.3.1 Describe
- 2.3.2 Analyze

2.4 Drives and Feelings: The Physiology of Motivation and Emotion

2.5 Sensation
- 2.5.1 Psychophysics
- 2.5.2 Sense Organs

2.6 Perception

2.7 Extrasensory Perception

2.8 Altered states of conciousness
- 2.8.1 Reporting dreams
- 2.8.2 Suggestability and meditation

2.9 Drugs/alcohol
- 2.9.1 Adiction
- 2.9.2 Damage
- 2.9.3 Chemicals

COUNTY PERFORMANCE OBJECTIVES

2.1 Students will demonstrate knowledge of the nervous system by:
1. describing the nervous system.
2. analyzing the structure and functions of the nervous system.

2.2 Students will describe the physiological structure and functions of the brain including recording, stimulation, and listening.

2.3 Students will demonstrate knowledge of the endocrine system by:
1. describing the endocrine system
2. analyzing the structure and functions of the endocrine system.

2.4 Students will evaluate the aspects of the physiology of emotions and motivation in relationship to human behavior.

2.5 Students will demonstrate knowledge of the concept of sensation by:
1. describing the field psychophysics (Weber's law).
2. describing the nature and fuctioning of the sense organs.

2.6 Students will discuss the principles involved in perception.

2.7 Students will describe the phenomenon ESP, the different types of ESP that psychologists study, and the general attitude toward ESP.

2.8 Students will experiment with altered states of consciousness by:
1. recording and reporting dreams.
2. assessing suggestability and mediatation.

2.9 Students will compare drugs and alcohol by:
1. describing the addictive personality.
2. evaluating the sociological, psychological, and physiological damage incurred by the chemicals.
3. identifying potentially addictive chemicals.

STATE DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Recognize that the study of Psychology provides a way of understanding human behavior and that scientific procedures are used to improve our understanding of human growth and development. (IO-1)

Understand the methods and techniques used by psychologists in investigating problems of human behavior. (IO-2)

Recognize the differences between behaviors that are inherited and acquired. (IO-3)

STANDARDS OF EXCELLENCE

STANDARDS

H. The student will explain the interaction among science, technology and society.

SKILLS - The student will:

1179. Relate biomedical developments to social and technological problems.

1185. Analyze the impact of fundamental shifts in scientific and technological knowledge.

TEXTBOOK REFERENCES

Understanding Psychology, Fourth Edition, pages 81-101

Understanding Psychology, Teacher's Guide, pages 26-55

Understanding Psychology, Activities Resource Book, pages 27-34

COURSE: PSYCHOLOGY

UNIT: 3.0 HUMAN DEVELOPMENT

COUNTY COURSE OUTLINE

3.1 Developmental Factors

3.2 Piaget's Congnitive Development
- 3.2.1 Children/Adolescents
- 3.2.2 Four Stages
- 3.2.3 Key Components of each Stage

3.3 Early Emotional Attachments

3.4 Language Development

3.5 Socialization

3.6 Developmental Theories
- 3.6.1 Freud's Psychosexual
- 3.6.2 Erikson's Psychosocial
- 3.6.3 Learning
- 3.6.4 Cognitive

3.7 Kohlberg's Moral Development

3.8 Implications
- 3.8.1 Rules/Consequences
- 3.8.2 Independence
- 3.8.3 Models: Influence
- 3.8.4 Models: Types
- 3.8.5 Parenting Guidelines

3.9 Adolescent Developmental Theories

3.10 Adolescent Development Tasks
- 3.10.1 Change Impact
- 3.10.2 Primary Task
- 3.10.3 Sex Roles

3.11 Family/Peers
- 3.11.1 Family Styles
- 3.11.2 Enhance Development
- 3.11.3 Peer Groups

COUNTY COURSE OUTLINE (con't)

3.12 Adult Development
- 3.12.1 Changes
- 3.12.2 Mid-life Crisis: Characteristics
- 3.12.3 Developmental Tasks
- 3.12.4 Critical Periods
- 3.12.5 Generativity/Stagnation

3.13 Old Age
- 3.13.1 Negative Attitudes
- 3.13.2 Happiness Predictor
- 3.13.3 Adjustment

3.14 Death/Dying
- 3.14.1 Five Stages
- 3.14.2 Examples

COUNTY PERFORMANCE OBJECTIVES

3.1 Students will identify factors needed for growth and development.

3.2 Students will demonstrate knowledge of Piaget's theory concerning cognitive development by:
1. differentiating between thinking in young children and thinking in adolescents.
2. describing the mental behavior typical of each of Piaget's four major stages of cognitive development.
3. giving an example of the key component of each stage.

3.3 Students will identify the importance of early emotional attachments.

3.4 Students will outline the steps normally involved in language development.

3.5 Students will relate socialization to human development.

3.6 Students will demonstrate knowledge of developmental theories of childhood by:
1. discussing Freud's five stages of psychosexual development.
2. explaining the 8 stages of development associated with Erikson.
3. recognizing the importance of conditioning and modeling in learning theories of development.
4. explaining the importance of play in cognitive theories of development.

COUNTY PERFORMANCE OBJECTIVES (con't)

3.7 Students will analyze Kohlberg's stages of moral development.

3.8 Students will demonstrate knowledge of the implications of current psychological theories for child rearing by:
1. indicating that rules, rewards and punishments given to children are most effective if they are clear, consistent, and appropriate.
2. explaining the importance of allowing children to explore and master their environment independently.
3. identifying the role that models play in influencing the behavior of children.
4. identifying the most important role models in a child's development.
5. developing and defending guidelines for good parenting.

3.9 Students will contrast theoretical orientations concerning adolescent development.

3.10 Students will demonstrate knowledge of the developmental tasks of adolescense by:
1. describing the impact of physical, cognitive, and moral changes upon the adolescent.
2. identifying the primary task of adolescence.
3. interpreting the impact of sex role upon identity formation.

3.11 Students will demonstrate knowledge of the importance of family and peers on adolescent social development by:
1. comparing three family styles.
2. selecting the family style which is most likely to enhance adolescent development.
3. explaining the importance of peer groups in identity formation.

3.12 Students will demonstrate knowledge of adult development by:
1. describing the physical, sexual, and intellectual changes which occur during adulthood.
2. identifying characteristics of mid-life crisis.
3. identifying those developmental tasks which are essential to successful adjustment to middle age.
4. identifying critical periods in adult development.
5. describing the processes of generativity and stagnation.

COUNTY PERFORMANCE OBJECTIVES (con't)

3.13 Students will demonstrate knowledge of old age by:
1. discussing the sources of negative attitudes toward old age.
2. identifying the predictors of happiness in old age.
3. discussing the difficulty of adjustment to old age in our society.

3.14 Students will demonstrate knowledge of death and dying by:
1. discussing Kubler-Ross' explanation of the five stages of dying.
2. identifying examples of each stage.

STATE DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Characterize stages of psychological development. (IO-5)

Understand the various theories of human behavior. (IO-7)

Understand the usefulness and limitations of applying the principles of psychology to the problems of everyday living. (IO-8)

STANDARDS OF EXCELLENCE

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1115. Predict ways social institutions may affect the quality of human life.

1116. Infer through the use of appropriate source materials, values and beliefs of the characters involved which determine their relationships with other persons.

STANDARDS

H. The student will explain the interaction among science, technology and society.

SKILLS - The student will:

1177. Describe situations in which advancements in science and technology may require reevaluation of individual moral and ethical beliefs.

1178 Assess the benefits and costs of technological progress.

TEXTBOOK REFERENCES

Understanding Psychology, Fourth Edition, pages 183-263

Understanding Psychology, Teachers Guide, pages 56-82

Understanding Psychology, Activities Resource Book, pages 58-82

COURSE: PSYCHOLOGY

UNIT: 4.0 PSYCHOLOGICAL THEORIES

COUNTY COURSE OUTLINE

4.1 Personality Theories

4.2 Psychoanalytic Theory
- 4.2.1 Unconscious Drive/Childhood
- 4.2.2 Id/Ego/Super Ego
- 4.2.3 Defense Mechanism
- 4.2.4 Collective Unconscious
- 4.2.5 Adler's Theory
- 4.2.6 Freudian Techniques

4.3 Behavioristic Theory
- 4.3.1 Observable/Measurable
- 4.3.2 Learned Behavior
- 4.3.3 Pavlov/Watson
- 4.3.4 Skinner

4.4 Humanistic Theory
- 4.4.1 Key Factors
- 4.4.2 Maslow: Self-actualization Definition
- 4.4.3 Self-actualization: Characteristics
- 4.4.4 Maslow's Hierarchy of Needs

4.5 Learning Theory
- 4.5.1 Definition
- 4.5.2 Types

4.6 Trait Theory
- 4.6.1 Observable Traits (surface traits)
- 4.6.2 Underlying Traits (source traits)
- 4.6.3 Methods for Identifying Traits
- 4.6.4 Allport (consistency in behavior)
- 4.6.5 Cattell (factor analysis)
- 4.6.6 Eyenck (introversion and extroversion)

COUNTY PERFORMANCE OBJECTIVES

4.1 Students will identify various personality theories.

4.2 Students will demonstrate knowledge of psychoanalytic theory by:
1. identifying unconscious drives and childhood experiences as the crucial elements in adult personality and behavior according to Freud.
2. differentiating among the function of the id, ego, and superego.

COUNTY PERFORMANCE OBJECTIVES (con't)

3. discussing defense mechanisms in relationship anxiety.
4. discussing the importance of the collective unconscious in Jung's theory.
5. identifying the primary motivating force in the development of personality according to Adler.
6. evaluating techniques used by Freud to explore the unconscious mind.

4.3 Students will demonstrate knowledge of behavior theory by:
1. explaining why behaviorists deal only with behavior which can be observed and measured.
2. discussing why behaviorism stresses that all behavior is learned.
3. summarizing the contributions of Pavlov and Watson to behavioral theory.
4. identifying the key contribution to behaviorism by Skinner.

4.4 Students will demonstrate knowledge of humanist theory by:
1. defining key factors in humanist psychology.
2. defining self-actualization according to Maslow.
3. listing the characteristics of a self-actualized person.
4. differentiating between lower order fundamental needs and higher order needs, according to Maslow's hierarchy of needs.

4.5 Students will demonstrate knowledge of learning theories by:
1. identifying a psychological definition of learning.

2. identifying examples including classical/operant conditioning and modeling.

4.6 Students will demonstrate knowledge of the Trait Theory by:
1. classifying observable traits (surface traits).
2. identifying underlying traits (source traits).
3. evaluating methods of identifying traits.
4. discussing Allport's theory.
5. discussing Cattell's theory.
6. discussing Eyenck's theory.

Recognize that the study of psychology provides a way of understanding human behavior and that scientific procedures are used to improve our understanding of human growth and development. (IO-1).

Understand the methods and techniques used by psychologists in investigating problems of human behavior. (IO-2)

Recognize the differences between behaviors that are inherited and acquired. (IO-3)

Distinguish between normal and abnormal behavior. (IO-4)

Characterize stages of psychological development. (IO-5)

Recognize the techniques of psychological inquiry. (IO-6)

Understand the various theories of human behavior. (IO-7)

Understand the usefulness and limitations of applying the principles of Psychology to the problems of everyday living. (IO-8)

Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills. (IO-9)

STANDARDS OF EXCELLENCE

STANDARDS

A. The student will use information acquisition and processing techniques as associated with history and the various social sciences.

SKILLS - The student will:

1020. Write a properly documented research paper that adequately defends and supports an appropriate thesis statement.

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1034. Use historical reasoning to develop solutions to current human problems.

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1097. Compare and contrast the empirical and ethical assumptions underlying different beliefs about world problems.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1115. Predict ways social institutions may affect the quality of human life.

1116. Infer through the use of appropriate source materials, values and beliefs of the characters involved which determine their relationships with other persons.

TEXTBOOK REFERENCES

Understanding Psychology, Fourth Edition, pages 267-289

Understanding Psychology, Teacher's Guide, pages 83-90

Understanding Psychology, Activities Resource Book, pages 83-92

COURSE: PSYCHOLOGY

UNIT: 5.0 HUMAN RELATIONS

COUNTY COURSE OUTLINE

5.1 Nature
- 5.1.1 The Necessity for Human Interaction & Communication
- 5.1.2 How We See Ourselves and Others
- 5.1.3 Choosing and Making Friends
- 5.1.4 Loving

5.2 People in groups
- 5.2.1 Definition
- 5.2.2 Group Cohesiveness
- 5.2.3 Individual as Integral Part of Group
- 5.2.4 Group Interaction
- 5.2.5 Group Conformity
- 5.2.6 Group Conflict
- 5.2.7 Ending Conflict

5.3 Social Attitude & Influence
- 5.3.1 Origin of Attitudes
- 5.3.2 Attitudes and Personality
- 5.3.3 Cognitive Consistency
- 5.3.4 Persuasive Process
- 5.3.5 Attitudes and Behavior

COUNTY PERFORMANCE OBJECTIVES

5.1 Students will demonstrate knowledge of the nature of human relations by:
1. identifying the relationship between interaction and verbal/nonverbal communication.
2. evaluating the relationship between the way we view ourselves and others.
3. analyzing the processes of choosing and making friends.
4. discussing the factors involved in establishing a love relationship.

5.2 Students will demonstrate knowledge of the nature of people in groups by:
1. defining social groups.
2. describing the factors that hold groups together.
3. discussing the individual's importance to the group.
4. describing interactive patterns within the group.

5. identifying the effects of group pressure to conform.
6. analyzing group conflict.
7. evaluating psychological research into ways of ending group conflict.

5.3 Students will demonstrate knowledge of attitudes and social influences in human behavior by:
1. identifying the origin of attitudes and ways in which they are formed.
2. discussing the relationship between attitudes and personality.
3. identifying the need for cognitive consistency (change).
4. distinguishing between the different types of persuasive processes.
5. analyzing the relationship between attitudes and behavior.

STATE DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Distinguish between normal and abnormal behavior. (IO-4)

Understand the usefulness and limitations of applying the principles of psychology to the problems of everyday living. (IO-8)

STANDARDS OF EXCELLENCE

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1115. Predict ways social institutions may affect the quality of human life.

1116. Infer through the use of appropriate source materials, values and beliefs of the characters involved which determine their relationships with other persons.

TEXTBOOK REFERENCES

Understanding Psychology, Fourth Edition, pages 422-485

Understanding Psychology, Teacher's Guide, pages 139-158

Understanding Psychology, Activities Resource Book, pages 135-150

COURSE: PSYCHOLOGY

UNIT: 6.0 ADJUSTMENT IN SOCIETY

COUNTY COURSE OUTLINE

6.1 Stress
- 6.1.1 Definition
- 6.1.2 Perception
- 6.1.3 Distress/Eustress

6.2 Sources
- 6.2.1 Conflict Situations
- 6.2.2 Life Changes
- 6.2.3 Job-related Problems
- 6.2.4 Frustration Toward Goal Attainment
- 6.2.5 Reaction to Environment

6.3 Selyes's Model

6.4 Reaction to Stress in Environment
- 6.4.1 Short-term Psychological
- 6.4.2 Short-term Physical
- 6.4.3 Long-term Physical

6.5 Influencing factors
- 6.5.1 Personality Type
- 6.5.2 Control
- 6.5.3 Social Support
- 6.5.4 Amount Experiencing

6.6 Strategies for Controlling Stress
- 6.6.1 Legal and Illegal Drugs
- 6.6.2 Relaxation and Meditation
- 6.6.3 Biofeedback
- 6.6.4 Cognitive Appraisal
- 6.6.5 Behavioral Strategies
- 6.6.6 Personal Application

COUNTY PERFORMANCE OBJECTIVES

6.1 Students will demonstrate knowledge of the nature of stress by:
1. defining stress.
2. recognizing that an event that is a stressor for one person may not be a stressor for another person.
3. differentiating between distress and eustress when given a specific example.

6.2 Students will demonstrate knowledge of the sources of stress by:
1. identifying conflict as a situation in which a person must choose between two or more options that results from conflicting motives.
2. listing major life changes such as marriage, serious illness, a new job, or a death in the family.
3. identifying job-related problems such as work overload,role ambiguity, and/or poor interpersonal relationships.
4. recognizing that frustration occurs when a person's progress toward a goal is blocked.
5. identifying environmental conditions such as noise, crowding, and stimulus overload.

6.3 Students will describe the three stages of Selye's model of stress reaction.

6.4 Students will demonstrate knowledge of common reactions to stress in environment by:
1. identifying short-term psychological reactions to stress which may include anxiety, anger and fear.
2. identifying short-term physical reactions to stress such as rapid heartbeat and respiration, muscle tension, pupil dilation, and secretion of activating hormones.
3. identifying long-term physical reactions to stress as leading to psychosomatic illnesses such as ulcers, hypertension, arthritis, asthma, and heart disease.

6.5 Students will demonstrate knowledge of factors which influence reactions to stress by:
1. listing the type of personality an individual has.
2. determining amount of control an individual has over the stressor.
3. determining whether or not an individual is receiving social support.
4. determining the amount of stress a person is experiencing.

6.6 Students will demonstrate knowledge of strategies for controlling reactions to stress by:
1. identifying the use of legal and illegal drugs.
2. evaluating methods for relaxation such as progressive relaxation and meditation.
3. identifying the use of biofeedback to bring specific body processes under a person's conscious control.
4. identifying both cognitive appraisal of a potential stressor and cognitive preparation to deal with a stressor as psychological strategies.

COUNTY PERFORMANCE OBJECTIVES (con't)

5. identifying controlling stressful situations, problem solving, and exercise as behavior strategies.
6. evaluating the effectiveness of their own knowledge of this subject.

STATE DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Understand the usefulness and limitations of applying the principles of psychology to the problems of everyday living. (IO-8)

Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills. (IO-9)

STANDARDS OF EXCELLENCE

STANDARDS

A. The student will use information acquisition and processing techniques as associated with history and the various social sciences.

SKILLS - The student will:

1020. Write a properly documented research paper that adequately defends and supports an appropriate thesis statement.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1115. Predict ways social institutions may affect the quality of human life.

1116. Infer through the use of appropriate source materials, values and beliefs of the characters involved which determine their relationships with other persons.

STANDARDS

H. The student will explain the interaction among science, technology and society.

SKILLS - The student will:

1178. Assess the benefits and costs of technological progress.

1179. Relate biomedical developments to social and technological problems.

1180. Apply forecasting methods to social and technological problems.

TEXTBOOK REFERENCES

Understanding Psychology, Fourth Edition, pages 317-339

Understanding Psychology, Teacher's Guide, pages 102-108

Understanding Psychology, Activities Resource Book, pages 101-107

COURSE: PSYCHOLOGY

UNIT: 7.0 ADJUSTMENT IN THE FAMILY

COUNTY COURSE OUTLINE

7.1 Definition

7.2 Roles Within the Family
- 7.2.1 Images & Expectations
- 7.2.3 Complex Reality
- 7.2.3 Adjustment

7.3 Conflict Within Family
- 7.3.1 Marital/Divorce
- 7.3.2 Parent-child Conflict
- 7.3.3 Power Struggle: Evaluation Conflict

7.4 Resolving Conflict

7.5 Separating from the Family

COUNTY PERFORMANCE OBJECTIVES

7.1 Students will define family

7.2 Students will identify roles existing within family relationships by:
1. describing images and expectations.
2. explaining complex reality.
3. discussing adjustments.

7.3 Students will demonstrate knowledge of the nature and consequences of family conflicts by:
1. describing marriage and divorce.
2. discussing parent-child conflict.
3. explaining power struggling in escalating conflict.

7.4 Students will identify various methods of attempting to resolve family conflicts.

7.5 Students will analyze the developmental stage and conflicts surrounding separation from the family.

STATE DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Recognize that the study of psychology provides a way of understanding human behavior and that scientific procedures are used to improve our understanding of human growth and development. (IO-1)

Distinguish between normal and abnormal behavior. (IO-4)

Understand the usefulness and limitations of applying the principles of psychology to the problems of everyday living. (IO-8)

Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills. (IO-9)

STANDARDS OF EXCELLENCE

STANDARDS

B. The student will demonstrate that the past may be interpreted as a series of interrelated events.

SKILLS - The student will:

1032. Explain ways in which the interpretation of historical events changes from generation to generation.

1034. Use historical reasoning to develop solutions to current human problems.

STANDARDS

E. The student will explain the interdependence of cultures, regions, nations, peoples and the biosphere.

SKILLS - The student will:

1100. Identify choices or alternative actions and their possible consequences in respect to problems of cultural diversity, conflict, cultural change, human/biosphere relations, population growth and human rights.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1115. Predict ways social institutions may affect the quality of human life.

1116. Infer through the use of appropriate source materials, values and beliefs of the characters involved which determine their relationships with other persons.

TEXTBOOK REFERENCES

Understanding Psychology, Fourth Edition, pages 341-361

Understanding Psychology, Teacher's Guide, pages 109-116

Understanding Psychology, Activities Resource Book, pages 108-113

COURSE: PSYCHOLOGY

UNIT: 8.0 DISTURBANCE/BREAKDOWN

COUNTY COURSE OUTLINE

8.1 Defining Abnormality
- 8.1.1 Deviance
- 8.1.2 Adjustment
- 8.1.3 Legal
- 8.1.4 Psychological Health

8.2 Labeling/Classifying Abnormality

8.3 Neurosis: Characteristics

8.4 Neuroses: Types
- 8.4.1 Phobia
- 8.4.2 Obsessive-compulsive
- 8.4.3 Conversion
- 8.4.4 Dissociative
- 8.4.5 Depression

8.5 Psychoses: Characteristics

8.6 Psychoses: Types
- 8.6.1 Schizophrenia
- 8.6.2 Affective Reaction
- 8.6.3 Autism

8.7 Psychoses: Causes
- 8.7.1 Heredity
- 8.7.2 Biochemical
- 8.7.3 Double-bind

8.8 Personality Disorder

COUNTY PERFORMANCE OBJECTIVES

8.1 Students will demonstrate knowledge of the various ways of defining abnormality used by psychologists by:
1. identifying the key ideas of the deviance approach.
2. identifying the key ideas of the adjustment approach.
3. identifying the key ideas of the legal approach.
4. identifying the key ideas of the psychological health approaches.

COUNTY PERFORMANCE OBJECTIVES (con't)

8.2 Students will list problems that arise from labeling and classifying abnormal behavior.

8.3 Students will identify feelings of fear and anxiety as characheristics of neuroses.

8.4 Students will demonstrate knowledge of different types of neuroses by:
1. defining phobia.
2. defining obsessive-compulsive.
3. defining conversion reaction.
4. defining dissociative reaction.
5. defining depression.

8.5 Students will identify characteristics that typify psychoses, including withdrawal from reality and an inability to communicate.

8.6 Students will demonstrate knowledge of characteristics of specific psychoses by:
1. identifying the symptoms of schizophrenia.
2. identifying the symptoms of affective reaction.
3. identifying the symptoms of autism.

8.7 Students will demonstrate knowledge of the possible causes of psychoses by:
1. identifying the key ideas in the hereditary factors theory.
2. identifying the key ideas in the biochemical factors theory.
3. identifying the key ideas in the double-bind theory.

8.8 Students will identify three symptoms of a personality disorder.

STATE DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Distinguish between normal and abnormal behavior. (IO-4)

Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills. (IO-9)

STANDARDS OF EXCELLENCE

STANDARDS

A. The student will use information acquisition and processing techniques as associated with history and the various social sciences.

SKILLS - The student will:

1020. Write a properly documented research paper that adequately defends and supports an appropriate thesis statement.

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1115. Predict ways social institutions may affect the quality of human life.

1116. Infer through the use of appropriate source materials, values and beliefs of the characters involved which determine their relationships with other persons.

STANDARDS

H. The student will explain the interaction among science, technology and society.

SKILLS - The student will:

1177. Describe situations in which advancements in science and technology may require reevaluation of individual moral and ethical beliefs.

1178. Assess the benefits and costs of technological progress.

1179. Relate biomedical developments to social and technological problems.

TEXTBOOK REFERENCES

Understanding Psychology, Fourth Edition, pages 363-391

Understanding Psychology, Teacher's Guide, pages 117-126

Understanding Psychology, Activities Resource Book, pages 114-124

COURSE: PSYCHOLOGY

UNIT: 9.0 THERAPY/CHANGE

COUNTY COURSE OUTLINE

9.1 Psychotherapy
- 9.1.1 Goals
- 9.1.2 Characteristics: Effective Therapist

9.2 Types
- 9.2.1 Psychoanalysis
- 9.2.2 Client Centered
- 9.2.3 Existential
- 9.2.4 Gestalt
- 9.2.5 Rational-Emotive
- 9.2.6 Transactional Analysis
- 9.2.7 Behavior
- 9.2.8 Group
- 9.2.9 Organic

9.3 Supportive Centers
- 9.3.1 Mental Health Facilities
- 9.3.2 Outpatient Services

9.4 Crisis Intervention
- 9.4.1 Teen Hotline
- 9.4.2 School Support Groups

COUNTY PERFORMANCE OBJECTIVES

9.1 Students will demonstrate knowledge of the goals and methods of psychotherapy by:
1. describing the goals of psychotherapy.
2. describing the characteristics of an effective therapist.

9.2 Students will demonstrate knowledge of characteristics of various types of psychotherapy by:
1. identifying the key ideas of psychoanalysis.
2. identifying the key ideas of client centered psychotherapy.
3. identifying the key ideas of existential psychotherapy.
4. identifying the key ideas of Gestalt psychotherapy.
5. identifying the key ideas of rational-emotive psychotherapy.

6. identifying the key ideas of transactional analysis.
7. identifying the key ideas of behavior psychotherapy.
8. identifying the key ideas of group psychotherapy.
9. identifying the key ideas of organic psychotherapy.

9.3 Students will demonstrate a knowledge of supportive centered therapy by:
1. discussing mental health facilities.
2. describing outpatient services.

9.4 Students will demonstrate knowledge of crisis intervention programs by:
1. orienting themselves to the Teen Hotline concept.
2. categorizing school support groups.

STATE DEPARTMENT OF EDUCATION INTENDED OUTCOMES

Distinguish between normal and abnormal behavior. (IO-4)

Utilize the appropriate vocabulary, geographical, reference/study, critical thinking, and decision-making skills. (IO-9)

STANDARDS OF EXCELLENCE

STANDARDS

F. The student will explain the relationship between beliefs and values, and how these concepts affect human behavior and conflicts.

SKILLS - The student will:

1115. Predict ways social institutions may affect the quality of human life.

1116. Infer through the use of appropriate source materials, values and beliefs of the characters involved which determine their relationships with other persons.

STANDARDS

H. The student will explain the interaction among science, technology and society.

SKILLS - The student will:

1177. Describe situations in which advancements in science and technology may require reevaluation of individual moral and ethical beliefs.

1178. Assess the benefits and costs of technological progress.

1179. Relate biomedical developments to social and technological problems.

TEXTBOOK REFERENCES

Understanding Psychology, Fourth Edition, pages 393-421

Understanding Psychology, Teacher's Guide, pages 127-138

Understanding Psychology, Activities Resource Book, pages 125-134